

HUBUNGAN ANTARA KEPIMPINAN, KOMITMEN
GURU, KOMPETENSI GURU, AMALAN-AMALAN
TERBAIK DAN KEBERKESANAN SEKOLAH

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HUBUNGAN ANTARA KEPIMPINAN, KOMITMEN GURU,
KOMPETENSI GURU, AMALAN-AMALAN TERBAIK DAN
KEBERKESANAN SEKOLAH

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Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah, Universiti Utara Malaysia, Sintok, Kedah. Saya bersetuju membenarkan pihak perpustakaan UUM mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebarang bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia tesis ini atau Dekan Pusat Pengajian Siswazah. Sebarang bentuk salinan dan catatan bagi tujuan komersial adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Pernyataan rujukan kepada penulis dan UUM perlulah dinyatakan jika sebarang bentuk rujukan dibuat ke atas tesis ini. Kebenaran untuk menyalin atau menggunakan tesis ini sama ada secara keseluruhan atau sebahagian daripadanya hendaklah dipohon melalui:

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Abstrak

Kajian ini bertujuan untuk mengenal pasti hubungan antara kepimpinan, komitmen guru, kompetensi guru dengan keberkesanan sekolah. Disamping itu kajian ini juga cuba menjelaskan peranan amalan-amalan terbaik seperti analisis data dan maklumat dan amalan-amalan pengurusan sebagai pemboleh ubah penyederhana (moderator) kepada hubungan antara kepimpinan, komitmen guru, kompetensi guru dengan keberkesanan sekolah. Sebanyak 84 buah sekolah menengah yang terlibat dalam kajian ini, 74 buah sekolah ialah sekolah-sekolah menengah di negeri Kedah dan 10 buah sekolah lagi dari negeri Perlis. Sampel sekolah-sekolah ini dipilih secara rawak berstrata mengikut gred purata peperiksaan Sijil Pelajaran Malaysia. Data dianalisis dengan menggunakan analisis statistik korelasi Pearson, analisis regresi dan analisis regresi hierarki. Hasil kajian menunjukkan hubungan yang signifikan antara, komitmen guru, kompetensi guru dengan keberkesanan sekolah. Hasil analisis juga menunjukkan bahawa analisis data dan maklumat berperanan sebagai penyederhana antara hubungan kepimpinan dengan keberkesanan sekolah. Dalam konteks hubungan antara komitmen guru, kompetensi guru dengan keberkesanan sekolah, dapatan kajian mendapati analisis data dan maklumat tidak bertindak sebagai penyederhana. Amalan-amalan pengurusan juga tidak bertindak sebagai penyederhana bagi kepimpinan, komitmen guru dan kompetensi guru. Antara pemboleh ubah tak bersandar iaitu kepimpinan, komitmen guru dan kompetensi guru, komitmen guru merupakan pemboleh ubah yang paling banyak menyumbang kepada keberkesanan sekolah. Kesimpulannya kajian ini menyediakan satu kerangka teori yang menunjukkan sumbangan faktor-faktor dalaman sekolah kepada keberkesanan sesebuah sekolah.

Abstract

This research examines the relationships between leadership, teachers' commitment, teachers' competency and school effectiveness. This research also describes best practices such as information and data analysis and management practices as a moderator in enhancing the relationships between leadership, teachers' commitment, teachers' competency and school effectiveness. This study employed a sample of 84 secondary schools which constitutes 74 secondary schools from Kedah State and 10 secondary schools from Perlis State. School samples have been stratified randomly according to the cumulative grades of a public examination (Malaysian Certificate of Education). Pearson correlation, multiple regression and hierarchical moderated regression analysis have been performed to test the suggested hypotheses. The findings of the study reveal that multiple regression analysis tended to support the research hypotheses suggesting a positive association between teachers' commitment, teachers' competency and school effectiveness. Teachers' commitment appeared to be the highest contribution among the predictors to the school effectiveness. However only leadership made a significant contribution to the school effectiveness when using information and data analysis as a moderator. Apparently the research prepares a theoretical framework that reflects the determinants factors of school effectiveness.

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Bab 1

1.1 Pengenalan

Kajian ini bertujuan untuk mengenal pasti pengaruh ciri-ciri kepimpinan, komitmen guru, kompetensi guru dan amalan-amalan pengurusan terbaik dengan keberkesanan sekolah. Oleh itu perbincangan bab ini akan memberikan penumpuan kepada prestasi pencapaian sekolah secara umum, penjelasan mengenai konsep dan klasifikasi sekolah berkesan serta faktor-faktor penyumbang kepada keberkesanan sekolah. Pernyataan masalah serta objektif dan persoalan kajian dibentuk berasaskan kepada hasil tinjauan literatur kajian-kajian terdahulu serta isu-isu sekolah berkesan. Seterusnya bab ini akan menjelaskan secara ringkas kaedah penyelidikan yang akan dijalankan, kepentingan kajian, skop dan limitasi kajian.

1.2 Prestasi pencapaian sekolah

Prestasi pencapaian sekolah-sekolah di Malaysia sekitar tahun 1970 an adalah jauh dari paras yang memuaskan. Peratus murid-murid yang tidak meneruskan pelajaran hingga ke peringkat sekolah menengah bagi Semenanjung Malaysia ialah 31.49% sementara di Sabah seramai 41% dan Sarawak 55% (Sufean Hussin, 1993). Melalui hasil kajian Jawatankuasa Kajian Keciciran 1973, menunjukkan terdapat pertalian antara keberkesanan sekolah yang dilihat dari aspek pencapaian akademik dan kadar keciciran murid dengan taraf sosioekonomi keluarga, infrastruktur sekolah, jangkaan guru, sikap murid serta kualiti guru. Lanjutan daripada penemuan ini, Kementerian Pelajaran telah mengadakan beberapa langkah untuk memperbaiki ketidakseimbangan penyertaan murid-murid dan mengurangkan kesan ini dalam

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